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AUTHOR Allen, Thomas R., Jr.
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ABSTRACT

Developed by a vocational educator, this handbook describes the role of the student placement coordinator in the vocational-technical school and his responsibilities to students, administration, community, and himself. A typical job application form and tips for the job interview are included, along with sample student questionnaires, followup forms, and business survey forms. (BH)

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Job Placement Coordinator's Handbook

THOMAS R. ALLEN, JR.

Department of Vocational-Technical Education

Teacher's College, Marshall University

Huntington, West Virginia

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JOB PLACEMENT COORDINATOR'S

HANDBOOK

THOMAS R. ALLEN, JR.
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
TEACHER'S COLLEGE, MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA

-1972

INTRODUCTION

The success of every vocational education program is directly dependent upon both the extent to which students are prepared for and are assisted in planning and implementing their next step after leaving school.

The movement of an individual from the vocational education program to work is too important to be left to chance. The activities provided by the school to facilitate transition to the next step should be more than a means of matching students and employers. They should, rather, assist each student in the development of a "model" or "pattern of skills, attitudes and understands" which will be effective in locating the best job for him, and one in which he will be successful in adjusting to the world of work. Accepting this approach brings into consideration both the depth and the long-range purpose involved to the process of movement from vocational education program to work, and includes accepting the responsibility of assisting the student in the clarification of his education-occupation goals, in providing insight about the labor market as related to his job area of occupational preparation, in evaluating his qualifications and abilities in terms of a opportunity, and in developing the flexibility necessary to adjusting to a flunctuating society. Assisting each individual in making the best possible transition from school to work will require an organized, total-school effort.

RATIONALE

Area vocational schools should be concerned with the transition of its students from that school to work. If a graduate is to become employed in a position suited to his achievements and personality, he must be assisted toward clarification of his goals, summarization of his salable skills and personal qualities, and exploration of the possible job opportunities. Only when such assistance is provided through an effective job placement program has that school taken the final step toward its ultimate goal the linking of a potential employee with employment satisfying to both him and his employers. An examination of the responsibility of the school, the characteristics and needs of students enrolled and the nature and complexity of today's society reveal the need for an organized and systematic program of job placement by a qualified placement coordinator.

Responsibility of the School

Vocational program graduates, left on their own to make a transition from the school into an occupation, often obtain employment which is not commenserate with the training they have received. If it is believed that the purpose of vocational schools is to provide occupational competencies needed for an individual to enter the world of work, and to pursue a chosen occupation. The establishment of a program for bringing students and potential employers together is needed. A strong job placement program can serve as a vital link in the student's completion of successful occupational training and should be pursued by school personnel with the same vigor, organization, and effort used in the school to

provide individual students with specific occupational skills and competencies.

The purpose of vocational-technical schools is not merely to prepare a person for specific jobs in business and industry, but to also train people to make their own decisions and to adjust to the future regardless of the changes which confront them. In recent years there have been many reports of workers who had job skills but who were unwilling to move to where the jobs were located. Students must be assisted in looking into the future and in examining possible alternatives which may confront them.

Many vocational and public school educators would turn job placement over to some other agency outside of the educational system, there are several significant reasons why the school should accept the responsibility for job placement. First, it is impossible to separate a good job placement program from an effective vocational program. Something is missing if students are provided with an occupational skill but not assisted in planning and implementing the utilization of that skill to its fullest extent. Second, the school is more likely to be concerned with the vocational development of the student than any agency outside the educational system. Vocational development involves assisting the student in focusing on such basic questions as "What do I want in life?" "What do I have to offer?" and "What can I reasonably expect in life?" Many vocational educators have said that vocational students do not really need to consider these questions, since their students have already made a decision. These educators forget that most vocational students enter a vocational program with limited knowledge of how they can utilize the training they are receiving. Furthermore, a job placement

program which is part of the school program should be more concerned with assisting the individual student in determining what is best for him than might an agency from outside the school. Third, other agencies are not as well informed or acquainted with students as are the instructors and placement personnel. Fourth, agencies outside the school system cannot provide the needed opportunity for the student to develop a pattern of skills, attitudes, understandings, and knowledge which constitute effective job-seeking behavior. Agencies outside the school should, however, be used by the school as an additional or supplemental resource to increase the number of contacts the students have with potential employers, but the final responsibility for job placement must remain with the school.

The job placement service is not designed to operate as a separate program and stand alone by itself. The entire school population including instructors, students, administrators and placement coordinators must contribute to the goals of the job placement program if it is to succeed.

The operation of a functional job placement service will be directed toward placement of all students served by the school consisting of those being served on the secondary, postsecondary and adult levels. Services will be provided for vocational students who terminate a program before completion as well as those who complete programs. The services provided will be accessible to former as well as present students.

Many individuals in scoiety hold an inaccurate concept of the kinds of students enrolled in vocational schools and of the types of students completing vocational-technical programs. In fact, many employers are

often unaware of the high quality of students being graduated from such programs. Too often, adequate communication has not been established between vocational schools and employers, and such communication is vital to create an effective image of the quality of vocational program graduates and of the scope of the programs from which students were graduated.

The range of job opportunities available to vocational graduates now, and in the future, will depend upon the employer's knowledge of and his attitude toward the vocational-technical schools and their products. This knowledge will depend upon how effectively vocational schools can establish a means through which their graduates can come into contact with many potential employers. There is little doubt that, in many instances, vocational education has failed to market its product with the same vigor and professional approach which characterizes promotion practice in the business world. Certainly, the success of a job placement program will depend upon a well-conceived means through which the consumer and product can come together. In the past, such a means has not been structed and offered on a systematic and organized basis.

The ultimate success of any vocational program will be determined by the consumer's evaluation of its product--by the decision which employers make regarding the quality of graduates of area vocational programs. There is no better way for the potential employer to appreciate the vocational education program and the high quality of its graduates that by visiting area schools and by being invited to compete with other businesses and industries in bidding for the services of graduates of vocational schools.

Characteristics and Needs of Students Enrolled

The unique charactristics of students enrolled in vocational schools imply that an organized job placement program would better enable these students to become aware of their needs and to be encouraged to take constructive action to meet those needs.

A survey conducted in 1965 by the Vocational Education Division, Georgia State Department of Education, of students enrolled in Georgia's area vocational-technical schools revealed that over 85 percent of the students interviewed considered it essential that area schools provide them with the following:

a. Results of studies of local employment conditions and job placement opportunities available at local, state, and national levels;

b. Information on seeking employment;

c. Completion of job application;

d. Suggested preparations for interview;

e. Information about problems to be encountered in on-the-job situation;

f. Means for establishment of good work habits and good employer-employee relations;[1]

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[1]Bottoms, James E. Phase I Report: Developing a Program of Students Personnel Services For Anew Vocational Technical Schools, State Department Division of Vocational Education, Atlanta, Georgia 1966, pp. 10-11.

A higher percentage of students reported a desire and need for job placement assistance than for any other student personnel service.

Two of the most significant reasons for structuring an effective job placement program are to motivate students to complete their education and to determine that it is possible to become employed. Too often, educators attempt to motivate students through meaningless phrases such as: "You need this because its hard and it makes you think." Students can best realize the need for successfully completing subject matter when they reach this decision themselves. They can be encouraged to successfully complete course program by direct involvement in meaninful experiences such as talking with peer group members who have already recognized this need, and by listening as prospective employers discuss necessary qualifications for entering the world of work.

Job placement can help students develop confidence and experience a feeling of security by helping them become better acquainted with the world of work, and with the probable future effects of technology on their field. From an effective job placement program, students can develop a greater awareness of what will be expected of them on the job. Usually, one has only to recall his own first attempt to obtain reemployment to realize the insecurity and lack of technique which accompanies an area school graduate as he attempts to obtain adequate employment. Although there may be a surplus of job openings for which area school students are being trained, many graduates are unaware of the location of these jobs and the fact that accepting one of these jobs may require moving from one area of the state to another.

Paradoxically, one of the first questions asked by potential vocational students is "Will you help me get a job when I finish this program?"

Vocational administrators can no longer overlook their vested responsibility in this matter of the job placement program. If they accept the responsibility for training students, then they must accept responsibility for job placement.

The major question in job placement is not "Do our students get jobs?" rather, it is "Do our students get the best possible jobs with the training they receive?" This question implies that job placement begins with the student's entrance into the area school. A tremendous gap exists between what youth need to know in order to enter an occupation, and what they actually know. Area vocational-technical school personnel must accept the responsibility for developing a bridge to help youth cross this gap between narrow experiences and wide opportunities.

OBJECTIVES

The Job Placement coordinator seeks to establish an organized and systematic job placement program in the area vocation-technical school in order that:

1. Students will acquire a pattern of skills, attitudes, understandings, and knowledge which will help them to:
   a. Effectively locate a good job;
   b. Make an easy transition from school to work;
   c. Successfully adjust to the job and it's environment

d. Achieve their greatest possible degree of vocational development;

e. Understand what will be expected of them by supervisors.

2. Students will make the contacts with potential employers which permit them to:

a. Gain a realistic knowledge of the labor market which will serve as a sound basis for vocational decisions;

b. Use their education to the fullest extent and avoid under-employment;

c. Develop a pattern of job-seeking behavior which will be useful in similar situation in the future;

d. Make specific plans regarding their next vocational steps.

SPECIFIC GUIDELINES FOR THE JOB

PLACEMENT COORDINATOR

1. He will report directly to the director of the school and will implement a two-way channel of commication with the director. Therefore, he will not be responsible to or have any direct relationship with the feeder high schools.
2. He will not perform regular guidance and counseling functions but only those functions that are related to the student personnel services of job placement and follow-up.
3. He will not commingle with outside agencies that perform the same or similar services.
4. He will not assemble a separate advisory committee since he reports only to the institution director and serves as his agent to the business community.
5. He is not a member of the teaching faculty and the only instructional related duties that he will have will consist of those that will better facilitate student placement.

RESPONSIBILITIES OF THE STUDENT PLACEMENT COORDINATOR

1. To Students

   a. Give essential information about occupations.

   b. Know that student is sincere and really wants to follow occupation as a career.

   c. Establish effective placement and follow-up plan.

   d. Keep informed about the student's economic, social, and scholastic backgrounds.

   e. Make proper placement.

   f. Be familiar with job market and aware of placement opportunities.

2. To the School Administration

   a. To interpret administrative policies correctly and to support them loyally.

   b. Have complete knowledge of all phases of the vocational program.

   c. To supply administration with knowledge of job opportunities for students in the area.

   d. Help administration to determine areas of training.

3. To Business and the Community

   a. Try to place most of the qualified graduates in the area.

   b. See the placement is justified.

   c. Assist employer in filling vacancies promptly.

   d. Avoid wasting the time of the employer and employee unnecessarily.

4. To Himself

   a. To maintain a professional attitude toward work.

   b. To cooperate with the school faculty and business people in order to deserve their confidence and cooperation.

   c. To continue professional advancement in the field of vocation education.

   d. To keep physically fit.

   e. To have sufficient presuasiveness to develop possible job opportunities.

   f. To consider each student an individual and not attempt to fit each into a particular mold or style.

AREAS OF THE TOTAL JOB

I. Conducting A Community Survey of Occupational Opportunities

Make personal contacts with employer and business establishments:

a. Make personal visits to local employers to determine employment needs and to evaluate employment sites.

b. Determine the employment trends in our fields in the community.

c. Determine the attitude of business and industry personnel toward the vocational school program.

d. Determine the number of businesses willing to hire graduates and other students of the school program.

e. Supply vocational education information and guidance to individuals in the community.

f. Maintain up-to-date directory covering jobs for all levels of ability and interests including handicapped as well as full-time.

Sample copies of a community survey forms are enclosed in the appendices.

Procedures

To be sucessful, the survey must be prepared, presented and conducted in a systematic manner. The following procedures are suggested:

1. Thoroughly explain the purposes and objectives of the community survey, survey form, and how the survey will be conducted to the vocational school director. Secure his permission at this time to

place a news release in the local paper about the program and mention survey.

2. In the beginning the placement coordinator might contact the local Retail Merchant's Association (or Chamber of Commerce) to explain the purposes of the survey and the plan for conducting it. Explain the benefits of the program and the placement opportunities. Thoroughly explain the purpose and objectives of the survey; go over a blank survey form with the representative and explain how the survey will be conducted. Be sure to explain that all the information on the survey forms will be kept confidential. At this time, ask for a list or permission to copy a list of businesses.
3. Write an article for the local newspaper explaining the purposes and details of the survey. Take the article to the newspaper and find out which member of the newspaper staff is responsible for educational or business news. Explain the student placement program. Briefly explain the survey; ask the educational writer to read the news release and ask any questions about the survey.
4. Select a group of businessmen to be interviewed each day. Do not try to interview all businessmen in one week and do not spend all the time in one day on the community survey.

Uses for Survey Information

A complete and current community survey will establish proof of training needs on all levels. After a survey form has been completed with all information necessary for analyzing the placement possibilities and educational needs for a firm, the forms should be filed with those

of other businesses in the same classfication. When the local program grows and it becomes necessary to add additional sheets to a survey form, perhaps a separate file folder for each business in the community will need to be set up.

After most of the firms in a community have been surveyed, tabulating and summarizing the results of the survey is the next step. A summary of the findings should be presented to the director as soon as possible after the survey is completed.

II. Developing or Obtaining Job Description

While the duties of each job should be determined by the needs of an organization, often job duties are neither fully determined or defined. In order to have some basis for determining whether certain potential job opportunities meet the qualifications and aptitudes of students, it often becomes necessary to either obtain or develop with the help of the employer a job description. A job description is a written statement covering the duties and responsibilities of a job. A sample of a job description is located in the appendices.

In order to compile a job description a job analysis is made. A job analysis is the process of gathering, analyzing, and recording pertinent information about jobs. In making the analysis, each job is broken down and studied on the basis of the component parts or elements that comprise it.

The analyst may obtain job information by interviewing employees in each of the jobs and/or their supervisors, by having either of these groups complete questionnaires covering their jobs, by observing the jobs being performed, and by checking available production records.

This is often done by companies, but in instances where it has not been done an opportunity for a joint effort with the placement coordinator and company personnel may be available. A sample of a job analysis questionnaire is located in the appendices.

Job Specification

A job specification includes the personal qualifications that an individual must possess in order to carry out the duties and responsibilities of a job. The content and organization of a job specification, like that of the job description, will vary among companies. Differences in the nature and requirements of jobs covered and differences in the purposes served by the job specification will help to determine the items that it contains. For the most part, however, the items covered by a job specification may be divided into two groups: those covering the skill requirements of a job and those covering its physical demands.

SKILL REQUIREMENTS. The skill requirements include the mental and manual skills as well as personal traits and qualities that the job holder should possess to perform the job effectively. Although many jobs specifications may not contain each one of the following skill requirements they will contain most of them at least to some degree.

Education Requirements. These requirements may include the minimum formal educations, including special courses or technical training, considered necessary to perform the job.

Experience. The minimum amount and type of experience that is required in order for an employee to hold a job generally can be expressed in objective and quantitative terms such as years and months.

Specific Knowledge Requirements. Many jobs require the employee to

possess specific knowledge that cannot be covered adequately by the education and experience specification. These requirements might include a knowledge of certain materials, processes, equipment, systems, products or other subject matter.

Personal Traits or Abilities. Information about these requirements can be the most difficult to describe because traits and abilities are so intangible and subjective in nature. Nevertheless, the ability of an individual to fit into a particular situation and to work harmoniously with others may have a much greater bearing than does his technical skill upon his success in performing a particular job. Information relating to these qualifications may cover such topics as social skills, judgment initiative, cooperativeness, and creative ability.

Responsibility. Although an employee's competencies may include the ability to assume responsibility, most specifications cover this qualification separately because of the different types of responsibilities that may be involved. It is rather common practice, therefore, to summarize the various types of responsibility that the employee may be required to assume including responsibility for work of others, for equipment, for production processess, for company funds, for product quality, for safety, and for cost reduction.

Manual Skill Requirements. In the case of some jobs, manual skills can be covered in the items describing experience and training. For other jobs, however, manual skills may have to be defined in terms of the quantity, quality, or nature of work to be performed, or in terms of the minimum scores that must be achieved on certain performance tests. Manual skills include clerical skills, such as typing, and shop skills,

such as those that are required in order to make a pattern or a jig.

PHYSICAL DEMANDS. The physical demands of a job include such items as: (1) physical exertion. (2) working conditions, and (3) hazards that are encountered in performing the duties of the job. These demands tend to be more important in the case of shop jobs than in the case of office jobs. A sample of a job specification is located in the appendices.

Style for Writing Job Descriptions and Specifications

Job descriptions and specifications should be written in a manner that permits all of the necessary information to be compiled accurately, clearly, and briefly. Generally the format is as follows:

1. The statement should be terse and direct, using the simplest possible wording.
2. All words and phrases which do not contribute to the description should be committed.
3. Each sentence should start with a functional verb, present tense, with the implied subject being the worker holding the job.
4. Emphasis should be given to the skills involved and to the particular tools and equipment used.
5. Full capital letters should be used to spell out any job titles appearing in the description.
6. The term "occasionally" should be used to describe those duties performed "once in a while," and the term "may" should be used to describe those duties

which are performed only by some of the workers.[1]

III. Publicizing the Job Placement Program

Present the placement sevice message to the public:

a. Newspaper articles.

b. Speak at regular meetings of community organizations and business clubs.

c. Communications with school personnel.

d. Compose letters and notices to employers.

e. Publish pamphlets and booklets.

f. Communicate with students (clubs, newspaper, bulletin boards, newspaper).

g. Inform parents of some students by developing and maintaining communications relative to work experience process and related activities through newsletters, and personal contact.

IV. Conducting Student Interviews

Once job opportunities are determined from potential employers and students have been referred by school directors it is up to the placement coordinator to match potential candidates to the job openings that are available.

1. The director or an instructor refers the student to the placement coordinator. At this time he should familiarize the coordinator with the aptitude and ability of the student.

2. The placement coordinator interviews the student and

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[1]J. L. Otis and R. H. Leukart, Job Evaluation (2nd ed.), (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1954), pp. 274-276.

determines his interest in both occupational area and type of firm. This is done very much in the manner of a regular job interview. It serves as a screening process before the applicant is sent to the employer. Once the coordinator gets certain information concerning the applicant's interest he can match it with his abiltiy and aptitude and be ready to recommend him for placement.

V. Placement Orientation

Hold orientation meetings as a group or if the situation warrents offer individual instruction:

a. Discuss and illustrate the use of applications for job opportunities.

b. Prepare students regarding interviewing techniques.

c. Assist students in formulating an assessment of their training and ability.

d. Provide follow-up job counseling on an individual and group basis.

VI. Placement

The placement of students must be handled individually and carefully. The actual placement can determine whether the student will progress toward a permanent commitment to a career, and it can also determine whether the business will find the placement programs meaningful and continue to use it.

The placement coordinator should:

a. Refer interested and qualified students to job openings.

b. Assist students where necessary in keeping appointments.

c. Inform prospective employer regarding students who will be graduating or leaving school and are eligible for employment.

d. Invite employers to use school facilities when appropriate or to observe prosepective employees engaged in school tasks.

e. Cooperate with the employer in the development of good attitudes towards work.

f. Encourage employers to make placement programs and curriculum recommendations.

g. Keep abreast of all changes in local, state and national labor laws.

VII. Follow-up of Student Referrals to Employers

Organize the collection and use of placement information so that effective feedback into curriculum may be implemented.

a. Verify placement of students in employment.

b. Follow-up each initial employment interview by contacting both employer and student. A visit should be made to the job site as soon as possible after employment.

c. Follow-up students not employed and determine reasons for unemployment and attempt to remedy.

d. Communicate with employer to discover the on-the-job development of each placement after each referral, the placement coordinator should contact both student and employer in order to discuss the success of the interview. This expression enables the coordinator to gain information pertaining to the strengths and weeknesses of each candidate. Soon after a student has been placed in employment, the coordinator

should visit the employer and discuss the on-the-job development of the student. This procedure shows the continuous interest on the part of the school and renews the confidence of the employer in the school pacement program.

VIII. Follow-up

At the end of a duration of time after students have been placed on the job a complete follow-up study should be conducted.

The purpose of a follow-up is to determine the usefulness of a placement program not only to a graduate of the school, but also to his communtiy and society as well. Two main ideas of a follow-up programs should be: to determine if the student was placed in a job for which he was trained and for which he is suited and possible improvement of the present and future school programs in order to make them more meaningful to the individuals enrolled in the program.

One of the most common used devices in conducting follow-up studies is the mailed questionnaire. If a former student does not reply to the questionaire, a follow-up by telephone should be made. Information gained in personal contact or information from friends and relatives of former students may be used in follow-up studies.

IX. Reporting and Record Keeping

A. The following reports should be made by the coordinator to the director:

1. Report on findings of community survey.
2. Report on placement potential of individual students that have been referred by the director.
3. Results of follow-up of student referral by the director.

4. Results of annual student follow-up survey.

B. The following Records must be kept by the placement coordinator:

1. Records of results of community survey.

2. A file on each applicant that he has placed or attempted to place.

3. A copy of his student follow-up studies.

APPENDICES

STUDENT PLACEMENT

INTEREST QUESTIONNAIRE

Name_____

Address_____Age_____

_____

Are you working now_____yes _____no

If so, where_____
(Name of Business

Location of business_____

What type of work are you doing?_____

If you are not working, what type of business would you be interested in working in?_____

What type of work would you be interested in doing?_____

_____

Are you interested in assistance from the job placement service

_____yes _____no.

COMMUNITY SURVEY FORM

_____
(Name of Business)

_____
(Address) (Phone)

_____
(Person Interviewed) (Title)

1. Do you have difficulty in obtaining personnel?
   yes_____ No_____

2. Do you have openings for trained: (Indicate Number)
   Part-time employees? Yes_____ No_____
   Full-time employees? Yes_____ No_____

3. Will you employ trained vocatinal-technical program graduates
   A. Yes_____ Possible_____ No_____ (list actual comments on reverse side with any special employment factors).
   B. Number of Students:
      Male_____ Female_____
   C. Types of Jobs Available
      1._____ 2._____
      3._____ 4._____
      5._____ 6._____

4. Will you have future need for a trained career minded person in your Business? Yes_____ No_____
   If yes check numbers and state when:

	Part-time	Full-time	Male	Female
Office Positions	_____	_____	____	_____
Sales Positions	_____	_____	____	_____
Technician	_____	_____	____	_____
Repairman	_____	_____	____	_____
Craftsmen	_____	_____	____	_____

BUSINESS AND INDUSTRY SURVEY

NAME OF FIRM_____ Date_____

ADDRESS_____ County_____

Main function of firm or business_____

Person providing information_____

Average number of employees during the year: Male_____ Female_____

Maximum number of employees during the past year_____

Number present employees who have been with your company less than one year_____

What percentage of your employees need a high school education as a minimum qualification before employment? _____%

What are the age limits for employment in your company?
Minimum_____ Maximum_____

In general, how were your employees trained or prepared for their current positions?

On-the-job training_____ Vocational programs_____

By other methods (Specify)_____

To what extent is your company or business kept informed of existing opportunities for vocational training in local schools?

_____Considerable _____Not at all
_____Some

To what extent are adult programs to assist you in upgrading or retraining workers available in local schools?

_____Considerable _____Not at all
_____Some

Do you feel that programs of this type should be provided by local schools?

_____Yes _____No

Do you now employ graduates of local schools?

_____Yes _____No

In general how well prepared for employment are these graduates?

_____Well prepared
_____Fairly well prepared
_____Poorly prepared

What percentage (estimated) of these employees have had vocational training in the area o their employment? _____%

What is your estimate of the need in this area of expanded high school programs of vocati education in such areas as technical, trade, industrial, business and health occupations.

_____Very much
_____Some
_____Not at all

WVRCU-7 - Revised 9-12-67 (Previous editions of this form are obsolete.)

Would representatives from your business or organization serve on committees with school officials to advise the planning and operation of vocational programs?

Yes_____ No_____

Would part time adult courses be of value in upgrading or retraining your employees?

Yes_____ No_____ If yes, list specific courses which would benefit your employees.

_____ _____

_____ _____

Please indicate your approximate employment needs in the occupational areas listed. If you need workers for occupations not listed, please indicate this in Part II.

		Number Additional Workers Contemplated To Meet Future Expansion Needs and Normal Employee Attrition	
A.	Office Occupations	Within One Year	Within Three Years
	Secretary		
	Stenographer.		
	Clerk		
	Typist.		
	Clerk-Typist.		
	Bookkeeper.		
	Office Management		
B.	Agriculture Occupations		
	Farming		
	Nursery Production.		
	Greenhouse Production		
	Conservation-Forestry		
	Agricultural Sales.		
	Agricultural Mechanics.		
	Agricultural Processing		
C.	Home Economics Occupations		
	Child Care.		
	Food Service.		
	Housing Service		
	Industrial Sewing		
	Clothing Occupations.		
D.	Health Occupations		
	Medical Technology.		
	Dental Technology		
	Practical Nursing		
	Nurses Aide		
	Companion to Aged & Handicapped .		

Part B

Business Survey

1. Number of persons now employed by your organization in the following categories:

   a. Bookkeeper _____
   b. Office Machine Operators _____
   c. Secretaries _____
   d. Stenographers _____
   e. Typist _____
   f. Other Clerical Workers _____
   g. Sales Persons _____

2. How do you think that sales persons and secretarial and clerical workers should be prepared for employment?

   a. By on-the-job training by the business employing them_____
   b. By special schools of business_____
   c. By public high schools_____
   d. By public post-high schools_____
   e. By private schools_____
   f. Other (please specify)_____

3. What general education and special training should be emphasized in the preparation of sales and office personnel?

	Sales Person	Office Worker
English (communication)	_____	_____
Report writing	_____	_____
Economics of "free enterprise"	_____	_____
Good grooming	_____	_____
Ability to get along with others	_____	_____
Simple mathematics	_____	_____
Simple art work	_____	_____
Other_____	_____	_____
_____	_____	_____

4. What manual skills should be emphasized in the preparation of workers for business?

Sales Person	Office Worker
_____	_____
_____	_____
_____	_____

5. How great a shortage of prepared personnel do you believe there is in the area in the following categories?

a. Sales persons: Very great _____ Average _____ Very small _____

b. Office workers: Very great _____ Average _____ Very small _____

- Comments -

Please give here any additional suggestions you have regarding questions asked in this survey.

Adapted from materials developed by the Department of Industrial and Technical Education - North Carolina State University at Raleigh.

Part C

Industry Survey

DEFINITIONS AND EXPLANATIONS

Graduate engineer - A "graduate engineer" is an employee who has graduated from an accredited four or five year collegiate program in engineering.

Graduate chemist - A "graduate chemist" is an employee who has minimum preparation the completion of a four-year collegiate program in chemistry.

Engineering Technician - A "engineering technician" is a person who assists an engineer in one of his primary or principal functions. His work is of such an advanced nature that when no engineering technician is available, the work must be done by the engineer himself. The engineering technician usually has a two-year Associate in Science degree from a college or Technical Institute. He is normally schooled through at least one or more courses in calculus, and utilizes his knowledge of mathematics and science in the course of his employment as an Engineering Technician.

Technician - A "technician" assists the engineer or engineering technician in doing work that the engineer performs relatively infrequently, such as drafting, installation, trouble-shooting, servicing, etc. The technician usually has a two-year Associate in Science degree from a college or Technical Institute. He is noramlly schooled through intermediate or college algebra, and he is expected to use this level of mathematics in the course of his employment as a Technician.

Technical Specialist - A "technical specialist" work does not involve the performance of engineering functions to any substantial degree. It does, however, include the application of technical knowledge and tends to be very narrow in scope and repetitive in nature. The usual requirements are for a high school graduate with a good mathematical and science background coupled with an adequate training period in his technical speciality.

Skilled Craftsmen - A "skilled craftsmen" such as electricians, plumbers, pipefitters, riggers, etc. are not considered to fall into one of the above technical classifications. Therefore these skilled craftsmen are not included in this report. (E.g. electricians, plumbers, pipefitters, riggers, etc.)

- - - - - - - - - -

Section A - General Information

1. Number of person now employed by your company:

a. Secretarial & clerical workers _____

b. Graduate engineers* _____

c. Graduate chemists* _____

d. Engineering Technician* _____

e. Technician* _____

f. Technical Specialist* _____

g. Skilled Craftsmen* _____

h. Operators of equipment (single skill) _____

*See definitions above.

2. In what fields are technicians used by your company?

_____

_____

_____

_____

3. Where do you get your technicians now? (Please check or provide appropriate response(s).)

a. Out of state_____
b. Train them ourselves_____
c. Employ individuals and send them to school_____.
d. Attract them from other employers_____
e. No problem at all to get the number we need_____ ?
f. Extremely difficult to secure the type of technicians we need_____
g. Don't need any_____

h. Other (please specify)_____

_____

4. To what extent does your company utilize as technicians engineering school dropouts (persons who do not complete the baccalaurate program in engineering)?

Very much _____ Some _____ Very little _____

5. To what extent does your company advance or employ skilled craftsmen as technicians?

Often _____ On occasion _____ Never _____

6. How do you think technicians ought to be prepared for employment?

a. By on-the-job training by the industries employing them_____
b. By special schools in industry_____
c. By public high schools_____
d. By public post-high schools_____
e. By private schools_____

f. Other (please specify)_____

_____

7. What general education and technical information should be emphasized in the preparation of technicians? Please check in the list below and add any important ones not listed.

	Engineering Technician	Technician	Technical Specialist
nglish (communication)	_____	_____	_____
eport writing	_____	_____	_____
conomics of "free enterprise"	_____	_____	_____
ood grooming	_____	_____	_____
bility to get along with others	_____	_____	_____
nstrumental drawing	_____	_____	_____
lue print reading	_____	_____	_____
imple mathematics	_____	_____	_____
rigonometry	_____	_____	_____
hysics	_____	_____	_____
hemistry	_____	_____	_____
ther _____	_____	_____	_____
_____	_____	_____	_____

8. Which manual skills should be emphasized in the preparation of technicians?

Engineering Technician	Technician	Technical Specialist
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. How many additional technicians will be needed by your local industry (considered by us as highly confidential):

	Replacement		
	Engineering Technician	Technician	Technical Specialist
a. a year from now?	_____	_____	_____
b. in two years?	_____	_____	_____
c. in five years?	_____	_____	_____

	Expansion		
	Engineering Technician	Technician	Technical Specialist
a. a year from now?	_____	_____	_____
b. in two years?	_____	_____	_____
c. in five years?	_____	_____	_____

10. In terms of your own industry, in what fields do you expect that technicians will be needed in the future (considered highly confidential)?

_____

_____

_____

11. How great a shortage of technically prepared personnel do you believe there is in the area?

Very great_____ Average_____ Very small_____

Section B - Comments

Please give here any additional suggestions you have regarding the focal points of this questionnaire.

Adapted from materials developed by the Department of Industrial and Technical Education - North Carolina State University at Raleigh.

Part D

Hospital and Health Service Survey

Title and/or position of person(s) completing this form_____

SECTION A - GENERAL INFORMATION

1. Number of persons employed by your institution, establishment or practice:

a. Registered Nurses	_____	g. Ward Clerks	_____
b. Licensed Practical Nurses	_____	h. Dental Laboratory Technicians	_____
c. Nurses' Aides and Orderlies	_____	i. Dental Assistants	_____
d. Medical Secretaries	_____	j. X-ray Technicians	_____
e. Medical Technicians	_____	k. Other (specify)	_____
f. General Secretaires	_____	_____	
		_____	
		_____	
		_____	

2. From what area do you obtain most of your employees for each of these categories. Indicate by a mark (x) the area which is the greatest source of each.

	In the immediate Area	Elsewhere in the state	Other states
Registered Nurse	_____	_____	_____
Licensed Practical Nurse	_____	_____	_____
Orderly & Nurses' Aide	_____	_____	_____
Medical Secretary	_____	_____	_____
General Secretary	_____	_____	_____
Dental Lab Tech.	_____	_____	_____
Medical Asst.	_____	_____	_____
Dental Asst.	_____	_____	_____
Operating Room Tech.	_____	_____	_____
X-ray Technician	_____	_____	_____
Other	_____	_____	_____

3. What is the source of employees for these jobs?

Indicate by one (1) the most important source of each type of employee and indicate by a two (2) the second most important source.

Job Titles	Sources of Employees									
	Technical Institutes & Community Colleges	Other Post High Schools	High School Graduates	High School Dropouts	College Dropouts	College Graduates	Nursing Schools	Other Employers	Armed Services	Other (specify)
Registered Nurse	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Licensed Practical Nurse	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Orderly & Nurses' Aide	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Medical Secretary	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
General Secretary	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dental Lab Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Medical Asst.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dental Asst.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Operating Room Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
X-ray Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

4. How do you think each of these groups of workers should be prepared for employment?

Indicate with a mark (x) those sources of preparation which, in your judgment, would be acceptable.

	By high schools	By colleges and technical schools	By other post high schools	By hospitals, private schools, & health establishments through: (1) on-the-job training (2) special employee schools (3) sending employee to special school	Nursing schools	Other (specify)
R.N.						
L.P.N.						
Orderly & Nurses' Aide						
Medical Sec.						
General Sec.						
Dental Lab Technician						
Medical Asst.						
Dental Asst.						
Operating Room Tech.						
X-ray Tech.						
Other						

5. How great a shortage of qualified personnel do you personally believe there is in the immediate area in the following categories?

	Critical Shortage	Medium Shortage	No trouble Obtaining
a. Registered Nurses			
b. Licensed Practical Nurses			
c. Nurses' Aides and Orderlies			

3. What is the source of employees for these jobs?

Indicate by one (1) the most important source of each type of employee and indicate by a two (2) the second most important source.

Job Titles	Sources of Employees									
	Technical Institutes & Community Colleges	Other Post High Schools	High School Graduates	High School Dropouts	College Dropouts	College Graduates	Nursing Schools	Other Employers	Armed Services	Other (specify)
Registered Nurse										
Licensed Practical Nurse										
Orderly & Nurses' Aide										
Medical Secretary										
General Secretary										
Dental Lab Technician										
Medical Asst.										
Dental Asst.										
Operating Room Technician										
X-ray Technician										
Other										

Part D

Hospital and Health Service Survey

Title and/or position of person(s) completing this form _____

SECTION A - GENERAL INFORMATION

1. Number of persons employed by your institution, establishment or practice:

a. Registered Nurses _____
b. Licensed Practical Nurses _____
c. Nurses' Aides and Orderlies _____
d. Medical Secretaries _____
e. Medical Technicians _____
f. General Secretaires _____
g. Ward Clerks _____
h. Dental Laboratory Technicians _____
i. Dental Assistants _____
j. X-ray Technicians _____
k. Other (specify) _____

2. From what area do you obtain most of your employees for each of these categories. Indicate by a mark (x) the area which is the greatest source of each.

	In the immediate Area	Elsewhere in the state	Other states
Registered Nurse			
Licensed Practical Nurse			
Orderly & Nurses' Aide			
Medical Secretary			
General Secretary			
Dental Lab Tech.			
Medical Asst.			
Dental Asst.			
Operating Room Tech.			
X-ray Technician			
Other			

3. What is the source of employees for these jobs?

Indicate by one (1) the most important source of each type of employee and indicate by a two (2) the second most important source.

Job Titles	Sources of Employees									
	Technical Institutes & Community Colleges	Other Post High Schools	High School Graduates	High School Dropouts	College Dropouts	College Graduates	Nursing Schools	Other Employers	Armed Services	Other (specify)
Registered Nurse	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Licensed Practical Nurse	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Orderly & Nurses' Aide	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Medical Secretary	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
General Secretary	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dental Lab Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Medical Asst.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Dental Asst.	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Operating Room Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
X-ray Technician	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

STUDENT FOLLOW-UP LETTER

Dear Graduate,

The Job Placement Program is conducting a survey in order to find out how our former students who have gone through our student placement program are progressing since graduation from high school. Information obtained should enable us to improve our instructional, job placement, and counseling services. We would appreciate any suggestion you may care to offer.

Please fill out the attached card and mail promptly. Remember your help is needed to help others.

Thank you very much. Best wishes for success in your work.

_____

Job Placement Coordinator

STUDENT FOLLOW-UP QUESTIONNAIRE

Name _____
(last) (first) (Middle or Maiden)

Home address _____

Telephone _____ Married? Yes _____ No _____

Employed with same firm? Yes _____ No _____

If so, present job _____

present job title _____

If not, employed? Yes _____ No _____

Occupational title _____

Name of firm or employer _____

If not, have you attend college? _____

Grade School?I _____

Nursing School? _____ Business school? _____ Other _____

Number months attended _____ Course Completed _____

Dropped out _____ still attending _____

Name of school or college (checked above) _____

Are you in the armed Forces? Yes _____ No _____

Suggestions

Courses needed that weren't in program _____

_____

Most valuable courses taken _____

_____

Least valuable courses taken _____

_____

Ways of improving Student Placement program _____

_____

SAMPLE JOB DESCRIPTION[1]

JOB TITLE Personnel Clerk DEPARTMENT Personnel

NUMBER OF EMPLOYEES IN DEPARTMENT 15 NUMBER OF EMPLOYEES ON JOB 3

DATE February 10, 19--

STATEMENT OF THE JOB

Under the supervision of the EMPLOYMENT MANAGER; interviews new workers in carrying out clerical routine of induction; performs miscellaneous clerical and stenographic work related to employment.

DUTIES OF THE JOB

1. Interviews new workers after they have been given induction information such as hours, working conditions, services, etc., to verify personnel information and prepare records; checks information on application, statement of availability, draft, citizenship, and the like; obtains necessary information for income tax witholding, and determines classification; prepares forms for hospitalization, group insurance, and bond deductions; assign clock number, make up time card and badge card.

2. Calls previous employer to get reference information while applicant is being interviewed; may check references by mail after employee is hired, and occasionally records information from Dun & Bradstreet or Retail Credit Men's Co. on personnel card.

3. Telephones employee's department or home after extended absence to determine when employee is expected to return, if at all; follows same procedure at end of leave of absence.

4. Handles stenographic work of EMPLOYMENT MANAGER.

5. Does miscellaneous clerical work; assigns clock numbers, and makes up time cards for employees transferred between departments; keeps record of equipment loaned to employees, such as micrometers, goggles, etc.; maintains current address file of employees in services; performs othre clerical duties assigned.

6. May substitute for RECEPTIONIST for short periods; give induction information to new employees in absence of PERSONNEL INDUCTION CLERK, escort new workers to departments; administer tests.

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[1] Chruden, Herbert J. and Sherman, Arthur W., Personnel Management 2nd Edition, Cincinnati: South-Western Publishing Company, 1963, p. 87.

SAMPLE JOB SPECIFICATION[2]

JOB TITLE: Personnel Clerk CODE NO.:

DEPARTMENT: Personnel TOTAL POINTS: 165 CLASSIFICATION: 4

	POINTS
EDUCATION	
High school graduate with typing and stenographic training.	20
EXPERIENCE AND TRAINING	
Two to three weeks required to learn details of job. Three months required to perform job with minimum of supervision. Experience on job required to learn location of all departments, become acquainted with all FOREMEN, become skilled in the duties of other workers in the department for whom she subsitutes occasionally.	30
RESOURCEFULNESS	
Planning on a limited scale necessary in regulating and scheduling work in peak periods, and in adapting routine to changed or new procedures. Some ingenuity involved in getting information from new workers, handling them effectively to give them a good first impression of the company, and explaining advantages of services provided for employees.	18
ABILITY TO DO ROUTINE WORK	
There is considerable variety in this job. It is necessary that clerical work be accurate in order to avoid later mistakes in accounting for hours worked, in payroll information, and in payroll deductions.	6
MANUAL OR MOTOR (MACHINE) OPERATIONS	
Must operate a typewriter to some extent, but typing speed is not an important element in the job; typing must be accurate, however.	12
CAPACITY FOR GETTING ALONG WITH OTHERS	
Works in close sequence with three othre employees in the department. Must avoid friction. Contacts with new employees, as well as with FOREMEN, very important.	20

[2]Ibid., p. 91.

SUPERVISION	POINTS
Supervision is almost always available; consults with superiors on any unusual situations. No supervision of others.	10
RESPONSIBILITY FOR GOOD WILL AND PUBLIC RELATIONS	
This job represents a key contact with new employees, affecting their initial impression of the company. The prime responsibility of this worker, however, is to present and explain clearly, thoroughly, and pleasantly the facts which the new employee is to learn at this point in the induction procedure. No highly developed techniques of salesmanship are required. Telephone contacts with employment departments of other companies are important.	16
WORKING CONDITIONS	
Works in a large office with considerable traffic, frequent interruptions, and factory noise overhead.	18
Total	165

SAMPLE JOB ANALYSIS QUESTIONNAIRE[3]

Name_____ Date_____

Department_____ Department Head_____

Job_____ Length of time of this job_____

A. THE JOB

(1) Describe exactly what the duties of your job are. Use extra sheets if necessary. Show average length of time (hours per week) required for each part of your job.

(2) List various reports which you make out or assist in making out, designating whether daily, weekly, monthly, quarterly, or annually.

B. EDUCATION

(1) Check below the basic general education which the job requires, regardless of how it may have been acquired.

High School	Business College	College
_____2 years	_____1 year	_____2 years
_____4 years	_____2 years	_____4 years

(2) What additional education would be helpful, if any:

_____

(3) If college is required, state why_____

_____

C. EXPERIENCE

(1) Check below the length of time you think it will take a new employee with the educational background you have checked above to learn to do this job well.

a. Less than 1 month_____	e. 1 to 2 years_____
b. 1 to 3 months_____	f. 2 to 4 years_____
c. 3 to 6 months_____	g. 4 to 6 years_____
d. 6 to 12 months_____	h. 6 to 8 years_____

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[3]Ibid., p. 95.

D. SUPERVISION RECEIVED

(1) Are all questionable cases referred to supervisor?____

(2) Do you have to use own judgment in meeting new situations?_____If so, give an example_____

(3) Is your work checked?_____If so, by whom?_____

E. ERRORS

(1) Do your duties bring you into contact with persons outside your own department?_____. If so,

With Whom	For What Purpose	How Made (Person, phone, or letter)
_____	_____	_____

G. WORKING CONDITIONS

(1) List below any disagreeable or hazardous conditions to which you are subjected in the course of your work, and how often subjected thereto.

Condition	How Often

H. SUPERVISION OF OTHERS

(1) Do you supervise others?_____. If so, state below the number and extent.

Number	Positions and Extent

I. OFFICE EQUIPMENT

(1) Do you operate office machines?_____

(2)

List of equipment.	Approximate number of hours per week actually operated.
_____	_____
_____	_____
_____	_____
_____	_____

ADDITIONAL COMMENTS Use extra sheet if necessary.

SAMPLE APPLICATION BLANK[4]

THE BLANK COMPANY Position applied for Date

Name
first middle last maiden name

Address
number street apt. no. city state telephone no.

Name of husband or wife Address

Male_____ Single_____ No. dependents Social Security
Female_____ Married_____ _____ No. _____
Widowed_____

Are you a citizen of U.S.? Country of birth? Date of Birth

Grade or year completed: Grammer High School Business School College

Last three employers Address Position From To Salary

Were you ever employed by this firm before: When? Reasons for leaving?

Give two references other than relatives or former employers:

Name Address
Name Address
Previous illnesses
In an emergency notify: Address

[4]University of Texas, Personnel Administration. Distribution Education Department, Austin Texas, 1956, p.66.

TIPS ON THE INTERVIEW[5]

1. Arrive on time for your appointment. If for some reason you may be unable to keep your appointment, telephone or send a telegram to your prospective employer, explaining the unavoidable circumstance. When applying without an appointment, the best time is usually from 9:30 - 10:30 A.M., and from 2:30 - 3:30 P.M. The best months are usually September, October, and March. January is the poorest month.

2. Most employers form their opinion concerning your initative by the general amount of enthusiasm you seem to possess. The type of handshake and greeting are many times indicative of initiative. Give your interviewer a firm handshake with a clear, forceful, "How do you do." Give him a frank, clear look, not a gaze. Remain standing until your employer asks you to be seated. Sit erect; be alert; exhibit good posture; maintain good poise.

3. Stating your idas briefly, clearly, and concisely, is one of the most impressive things you can do during the interview. In order to do this, you must spend considerable time preparing your sales talk, so that you may know all the facts you would like to discuss. Feeling sure of yourself in this regard will materially bolster your self-confidence. Do not be afraid to smile. A smile will, more than anything else, wear down resistance. Let your prospective employer lead the conversation. Do not talk too fast and do not make a speech. Do not talk about useless details. Talk distinctly, clearly, and in an easy, natural, conversational tone. Use good English. Do not mumble your words. Answer "yes" and "no" or "yes, sir" not "ya" or "uh-huh."

4. During the interview, your prospective employer is going to look for evidence of good common sense. Perhaps many questions which come up will call for your analysis and judgment. Do not overlook the favorable impression you have opportunity to make by attention to simple details, such as, patience, courtesy, and promptness. It is attention to these things that makes one "stand out from the crowd," and shows one's individuality. In other words, personalize yourself, in every legitimate way. You would be surprised to know how often an employer after you have gone, turns to his secretary and asks: "What did you think of the applicant?"

5. The question of salary should be given last, not first, consideration. If the prospective employer asks you what salary you expect, here again, tell him you want, first of all, the opportunity to prove your worth and a chance to demonstrate your willingness to learn as well as

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[5]Hess, Lawrence W. Do I Know How To Apply For A Job, The Bobbs-Merrill Company, Inc. 1961

your ability to do the job, is of secondary, not of primary importance. You must realize that for the first six months or even longer, depending upon the kind of job, that you are really a liability, rather than an asset to your employer. Concerning the question of salary, you may safely assume the prospective employer knows you are not applying for the job primarily to advance the interest of his company, nor for the sheer joy of working. You are working to get paid. For this reason, it is not necessary and certainly not advisable to begin an employment interview by inquiring bluntly. "How much does the job pay?" The interviewer knows you are interested and he may satisfy your curiosity by telling you. If he does not, later in the interview, you may ask. What if the prospective employer asks you what salary you expect? If this question appears on an application blank, you would probably be justified in answering this question somewhat as follows: "It seems it would be more fair to discuss the question of salary at the time of the interview." It seems it would be more fair to discuss the question of salary at the time of the interview." If you are thinking mainly in terms of how much money you will be paid, the employer will detect this motive in the interview and he very likely will not give you any further consideration no matter how excellent your qualifications are otherwise. If your primary motive is salary, by all means find out through friends who are employed in a similar job with this company or in a similar job in some other firm in the same community how much beginners in that particular job are usually paid. Get this information before you apply for this job. If the inquiry reveals that the initial salary is less than you expected it to be, decide at once not to apply for that job. Such a decision is only fair to yourself as well as to your prospective employer. Such a decision will help you avoid having to list on your "My Jobs Applied for Record" another unsuccessful attempt at trying to get a job. If you cannot find out how much beginners are usually paid for such work, and if the interviewer insists upon an answer, you probably will not lessen your chances by naming a figure reasonably high for that kind of work. However, you should qualify your answer by saying that a chance to get started in the job with this Company is really more important to you than the initial salary.

6. No, it is not the number of years you spent in school or the expensive clothing you wear that will help you to get a job. Of course, many employers will ask if you are a high school graduate. It will tell them that you had the stick-to-it-ive-ness and persistence to complete high school. But in the final analysis, it is not really whether or not you have a high school diploma or a college degree that is of most significance. He is not concerned about where and how you obtained your training - in high school, in night school, through correspondence school study, or in college - but he wants to know what you can do and your attitude toward work. These two things will help you to get a job and to hold a job. One of the first things that many college graduates especially have to do when they go to apply for a job is to "forget" that they are college graduates. For example, consider the case of James Blackwell who wants to get a college

education so that at the age of twenty-three he can become vice-president of the Henderson-Brown Manufacturing Company, and take over the position now held by Mr. Sanders. It required only thirty-four years of experience and hard work by Mr. Sanders to attain that position! But James says, "Mr. Sanders completed only the eight grade, while I will have a college education."

7. Do not stay too long. Watch your prospective employer. He will give evidence of wanting to close the interview. Be sure you have obtained as much definite information as possible. Inquire whether he desires additional information about your training or experience. Thank him for his time. Make a pleasant, natural exit. Let the employer take the initiative in offering a "good-bye" hand-shake if he so desires.

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